STAAR

Introduction

General Information about STAAR

The STAAR program includes STAAR, STAAR Spanish, STAAR L, and STAAR A. TEA implemented STAAR to fulfill requirements enacted by the Texas Legislature. STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum, the TEKS. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed.

- STAAR includes assessments of mathematics, reading, writing, science, and social studies at grades 3–8.

- STAAR EOC assessments are available for Algebra I, English I, English II, biology, and U.S. history.

- STAAR Spanish is available for English language learners (ELLs) in grades 3–5 for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English version.

- STAAR L is a linguistically accommodated version of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies for students who meet participation requirements. STAAR L is administered online with accommodations integrated into the online system.

- STAAR A is an accommodated version of the STAAR assessments for students who meet eligibility requirements. It is available in the same grades/subjects and courses as the STAAR assessments. STAAR A will be administered online and will include tools, accommodations to test selections and questions, and accessibility features.

Assessments for Students with Disabilities

ELL Resources

Accommodation Resources

Coordinator Manual Resources

2014–2015 STAAR Assessments		
3–8 and EOC	**Subjects Assessed**	**Assessments Available**
Grade 3	mathematics and reading	STAAR STAAR Spanish STAAR L for mathematics* STAAR A*
Grade 4	mathematics, reading, and writing	STAAR STAAR Spanish STAAR L for mathematics* STAAR A*
Grade 5	mathematics, reading, and science	STAAR STAAR Spanish STAAR L for mathematics and science* STAAR A*
Grade 6	mathematics and reading	STAAR STAAR L for mathematics* STAAR A*
Grade 7	mathematics, reading, and writing	STAAR STAAR L for mathematics* STAAR A*
Grade 8	mathematics, reading, science, and social studies	STAAR STAAR L for mathematics, science, and social studies* STAAR A*
EOC	Algebra I, English I, English II, biology, and U.S. history	STAAR* STAAR L for Algebra I, biology, and U.S. history* STAAR A*

*STAAR L and STAAR A are online assessments. EOC assessments are available as either paper or online.

Standardized Oral Administration (Online)		
Grade	**Subject**	**Assessment**
Grade 4	mathematics and reading	STAAR
Grade 5	science	STAAR
Grade 6	mathematics and reading	STAAR
Grade 7	mathematics and reading	STAAR
Grade 8	science and social studies	STAAR

STAAR Time Limits Policies and Procedures

The STAAR English I and English II assessments have a five-hour time limit. All other STAAR assessments have a four-hour time limit. Students must complete the test within the same school day. Campuses should use a clock or a timer to monitor test time. STAAR time limits policies and procedures are described below.

Start and Stop Times

Distribution of materials and the reading of the boldface, scripted test administrator "SAY" directions are not included in the time limit. The time period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the time period. They will not be given additional time to record their responses.
- Once the time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or to exit their online tests.
- Stop time for the test session must be recorded on the seating chart.

Announcement of Time Left to Test

Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who do not complete their tests within the time limit must submit what they have completed.

Late-Arriving Students

Districts will need to determine if a late-arriving student will have time to test during that school day or if the student needs to test on another day within the testing week.

- Each student must be allowed four hours (five hours for English I and II) in which to take the test. Students who begin testing after others have started will have a later stop time.
- Late-arriving students must be kept aware of the time they have left to test.

Breaks

Students are allowed to take breaks during the administration of STAAR assessments. Some breaks are included in the time limit; others require the test administrator to stop the testing time for the group or for an individual student. Breaks are classified in two ways:

- Breaks included in the time limit (not allowed to stop the time clock)
  - water breaks
  - bathroom breaks
  - snack breaks
  - short physical or mental breaks
- Breaks **NOT** included in the time limit (required to stop and restart the time clock)
  - lunch
  - emergency situations that significantly interrupt testing
  - consolidation and movement of students to another testing area
  - medical breaks

Test administrators should document stop and restart times when breaks are given.

Lunch

Students may stop testing to take a supervised lunch.

- The testing time must be stopped for a lunch break and will restart when students resume taking the test.
- Stop and restart times must be recorded on the seating chart.
- Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. If students are testing online, they must exit the test.
- Students must be monitored by trained testing personnel and are not allowed to discuss any test content during lunch.

Multiple Test Sessions

Campuses may offer multiple test sessions per day as long as the time limit is maintained for each session. Sessions can start before the regularly scheduled school day and may extend beyond the regularly scheduled school day.

Extended Time Accommodations

Extended time accommodations fall into two categories: extra time (same day) and extra day. Details about eligibility and decision-making procedures for these accommodations are on the Accommodation Resources webpage.

- The extra time (same day) accommodation is for eligible students with disabilities and for ELLs.

- The extra day accommodation is rare and is for eligible students with disabilities who have a TEA-approved Accommodation Request Form. This accommodation will be approved only in rare cases for students meeting specific eligibility criteria. Special procedures and guidelines for testing over multiple days will be provided with approved requests.

Accommodation Resources

STAAR
Dictionary
Policy

STAAR Dictionary and Calculator Policies

STAAR Dictionary Policy

Dictionaries must be available to all students taking STAAR or STAAR A

- reading assessments at grades 6–8;

- writing assessments, including revising and editing, at grade 7; and

- English I and English II assessments.

The following types of dictionaries are allowable:

- standard dictionaries in English

- dictionary/thesaurus combinations

- bilingual dictionaries*

- ESL dictionaries*

- sign language dictionaries

Both paper and electronic dictionaries are permitted. However, electronic dictionaries that provide access to the Internet or have photographic capabilities are **NOT** allowed. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.

While students are working through the assessments listed above, they must have access to a dictionary. The school may provide dictionaries, or students may bring them from home. The minimum schools need is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student.

Although thesauruses are not required, they are allowable on all the assessments listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

Information regarding dictionaries as an accommodation for students with disabilities and ELLs can be found on the Accommodation Resources webpage.

* Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for ELLs who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. An ELL or other student may, as needed, use more than one of the above dictionaries.

Accommodation
Resources

STAAR Calculator Policy

Calculators are required for the following STAAR assessments: **grade 8 mathematics**, **Algebra I**, and **biology**.

Calculators are not permitted for students taking the STAAR grades 3–7 mathematics assessments or the STAAR grades 5 and 8 science assessments unless the student meets the eligibility criteria for an accommodation. This includes STAAR Spanish, STAAR L, and STAAR A versions of these assessments. Information regarding calculators as an accommodation for students with disabilities can be found on the Accommodation Resources webpage.

STAAR Grade 8 Mathematics

Districts must ensure that each student has a calculation device with graphing capability to use when taking the STAAR grade 8 mathematics assessment (including STAAR L and STAAR A). Students must have a calculation device to use throughout the entire test (both paper and online versions). For spring 2015 on a trial basis, districts may satisfy the graphing calculator requirement for STAAR grade 8 mathematics by providing students with either a handheld graphing calculator or a graphing calculator application available on a tablet.

The district may provide devices with graphing capability, or students may bring them from home. Students should be provided the same type of calculation device they use routinely in class work. Providing an unfamiliar calculation device on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculation device during the assessment.

For handheld graphing calculators, all memory must be cleared to factory default both before and after testing. Any programs or applications must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

For graphing calculator applications on tablets, all Internet capabilities must be disabled on the device. In addition, the calculator application being used must be locked down (in kiosk mode) to prevent the use of other applications during testing. Districts should be aware that some graphing calculator applications include resources that could aid students during testing. Students must be monitored closely to ensure that these resources are not accessed during the test.

Calculation devices on smartphones are not allowed. Calculation devices that have a computer algebra system (CAS) are also not allowed.

STAAR Algebra I

Districts must ensure that each student has a handheld graphing calculator to use when taking the STAAR Algebra I assessment (including STAAR L and STAAR A). Students must have a handheld graphing calculator to use throughout the entire test (both paper and online versions). The district may provide graphing calculators, or students may bring

them from home. Students should be provided the same type of graphing calculator they use routinely in class work. Providing an unfamiliar calculator on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculator during the assessment.

All calculator memory must be cleared to factory default both before and after testing. Any programs or applications must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

Calculators that have a computer algebra system (CAS) are not allowed. Electronic devices that provide access to the Internet, have photographic capabilities, or have a calculator as an application are also not allowed.

STAAR Biology

Districts must ensure that students have access to handheld four-function, scientific, or graphing calculators when taking the STAAR biology assessment (including STAAR L and STAAR A). There should be at least one handheld calculator for every five students taking the biology assessment (both paper and online versions). The district may provide calculators, or students may bring them from home. Students should be provided the same type of calculator they use routinely in class work. Providing an unfamiliar calculator on the day of the state assessment may hinder rather than aid the student. Students may have more than one calculator during the assessment.

All calculator memory must be cleared to factory default both before and after testing. In addition, if calculators are shared during the test, the calculator memory must be cleared after each student uses it. Any programs or applications must be removed or disabled prior to testing. For specific assistance in appropriately preparing calculators for use during testing, contact the calculator manufacturer.

Calculators that have a computer algebra system (CAS) are not allowed. Electronic devices that provide access to the Internet, have photographic capabilities, or have a calculator as an application are also not allowed.

Training

🅳🅲 Prepare for and attend district coordinator training.

❏ Review the Manual

- Read this manual, review additional resources available online, and become familiar with policy and procedure highlights before the training session.

- Know the different roles and responsibilities of individuals participating in testing.

❏ Review the *Test Security Supplement*

- Review the *Test Security Supplement* for detailed information regarding the maintenance of the security and confidentiality of the Texas student assessment program.

❏ Review the TAC

- Become familiar with the sections of the TAC addressing eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

❏ Review Resources for Online Activities

- Study the *Assessment Management System User's Guide,* which provides details for navigating and using resources of the Assessment Management System.

- Become familiar with the *TestNav 7 Technical Guide,* which provides information about navigating TestNav and conducting online administrations.

- Review the *TestNav 7 and Proctor Caching Quick Start* guide, which provides an outline of the key steps to online testing.

❏ Attend Training

- All district coordinators must attend training annually.

- If you have not received notice of the date and location of the district coordinator training session for your region, contact your ESC. Training should be held by the date specified on the Calendar of Events.

- Bring this manual to the session.

Coordinator Manual Resources

Texas Administrative Code

Test Security Supplement

Assessment Management System User's Guide

TestNav 7 Information

Calendar of Events

Oaths

❏ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality.

- Initial each item on the oath as completed.

- Sign your oath in the appropriate section after training and before handling secure test materials.

- Sign your oath in the appropriate section after testing has concluded for the calendar year.

🄳🄲 Prepare for and conduct campus coordinator training.

❏ Designate Campus Coordinators

- This should be done in cooperation with your school district's principals.

- Campus coordinator responsibilities include

  - serving as a liaison between the district coordinator and campus personnel for test-related communications,

  - monitoring and maintaining test security,

  - designating and training test administrators,

  - preparing and distributing test materials on the campus for each administration,

  - preparing testing materials for return to the district coordinator at the conclusion of test administrations, and

  - coordinating online administration activities on the campus.

❏ Schedule Training Sessions

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.

- Schedule sessions by the dates specified on the Calendar of Events.

- Campus coordinators must initial and sign an oath following training on test security and general testing procedures and before handling secure test materials.

Calendar of Events

❏ Distribute Manuals

- Distribute this manual and the test administrator manuals (grades 3–5, 6–8, and EOC) to campus coordinators to read before their training sessions.

❏ Prepare for and Conduct Training Sessions

Required topics are listed below and can also be found in the Planning Sheet for Campus Coordinator Training available online.

- Roles and responsibilities
  - campus coordinator responsibilities
  - principal responsibilities
  - test administrator responsibilities
  - technology staff responsibilities
  - support staff responsibilities (for example, hall monitors and office staff)
- Test security
  - test confidentiality requirements
  - test security policies, procedures, and oaths
  - active monitoring
  - seating charts and STAAR Materials Control Form
  - student honor statements
  - consequences for adult and student cheating
  - written composition and short answer response duplication policies
  - optional Web-based test administrator training modules
- Scheduling test administrations
  - testing dates
  - time limits
  - breaks
  - setting up testing groups across programs, grades, and subjects
  - make-up testing
- Preparing for test administrations
  - identifying eligible students
  - identifying out-of-school/out-of-district students
  - testing students who are taking a combination of tests (for example, STAAR and STAAR A)
  - receiving, distributing, and storing test materials
  - ensuring that testing personnel have students' most up-to-date testing requirements
  - preparing for online administrations
- Testing with accommodations
  - understanding allowable test administration procedures and materials
  - understanding accommodation policies for students with disabilities
  - understanding linguistic accommodation policies for ELLs

Planning Sheet for Campus Coordinator Training

- ensuring that testing personnel have a current list of each student's allowed or approved testing accommodations

- collecting and preparing test accommodations for eligible students

- preparing testing locations for students who need certain accommodations

■ Monitoring test administrations

- availability of testing coordinators and principals

■ Verifying precoded labels and answer documents

- process for verifying elements

- hand-gridding student information

■ Ensuring distribution of appropriate answer documents

■ Completing answer document fields

- score codes

- accommodation information

- EOC/ABOVE GRADE field

- substitute assessment

- student demographic information

■ Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets

■ Returning materials to district coordinator

[CC] Prepare for and attend campus coordinator training.

❏ Review Manuals

■ Read this manual and the test administrator manuals (grades 3–5, 6–8, and EOC), review additional resources available online, and become familiar with policy and procedure highlights before the training session.

■ Know the different roles and responsibilities of individuals participating in testing at your campus.

❏ Review the *Test Security Supplement*

■ Review the *Test Security Supplement* for detailed information regarding the maintenance of the security and confidentiality of the Texas student assessment program.

❏ Review the TAC

- Become familiar with the sections of the TAC addressing eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

❏ Review Resources for Online Activities

- Study the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System.

- Become familiar with the *TestNav 7 Technical Guide*, which provides information about navigating TestNav and conducting online administrations.

- Review the *TestNav 7 and Proctor Caching Quick Start* guide, which provides an outline of the key steps to online testing.

❏ Review Procedures for Preparing and Submitting Answer Documents and ID Sheets

- Become familiar with the answer documents that will be used on your campus as well as the ID sheets for returning materials.

❏ Attend Training

- Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.

- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.

- Campus coordinators should bring this manual and the test administrator manuals (grades 3–5, 6–8, or EOC) to the session.

❏ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality. Become familiar with the "Test Security and Confidentiality Requirements" section in this manual.

- Initial each item on the oath as completed.

- Sign your oath in the appropriate section after training and before handling secure test materials.

- Sign your oath in the appropriate section after testing has concluded for the calendar year.

NOTES

Texas
Administrative Code

*Assessment
Management
System User's
Guide*

TestNav 7
Information

Calendar of
Events

Oaths

Test Security Supplement

Oaths

CC Prepare for and conduct principal and test administrator training.

❑ Designate Test Administrators

- This should be done in cooperation with your school's principal.

- Designate at least one test administrator for every 30 students to be tested.

- Test administrators must hold valid education credentials, such as Texas educator certificates and permits.

- District or campus personnel who do not hold the appropriate credentials may administer tests under the supervision of a professional who does meet the criteria.

- Test administrators may include

  - teachers (including those who hold teaching permits or probationary certificates),

  - counselors,

  - librarians,

  - substitute teachers, and

  - other professional educators (such as retired teachers).

- Test administrators who will be providing an oral administration should be familiar with content-specific terms and symbols associated with the content-area assessment to ensure that the test is administered accurately. For more information about oral administrations, refer to Appendix C.

- Test administrators must initial and sign the test administrator oath following training on test security and general testing procedures and before handling secure test materials.

> Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants only if they are trained in test administration procedures and sign an oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.

❑ Schedule Principal and Test Administrator Training Sessions

- Principals are required to receive annual training in test security and general testing procedures; each principal must sign an oath.

- Test administrators are required to receive annual training in test security and general testing procedures, as well as procedures unique to specific types of tests and testing circumstances.

- Schedule sessions by the dates specified on the Calendar of Events.

- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be provided with additional training and reminded that they are viewing secure content. Responding to test questions, recording secure test content, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to sign an additional section of the test administrator's oath.

❏ Distribute STAAR Test Administrator Manuals (Grades 3–5, 6–8, and EOC)

- Distribute manuals early enough to allow sufficient time before training sessions for all test administrators to read the material thoroughly.

- Remind test administrators that manuals must be retained for use during the entire calendar year.

- Use the test administrator manuals in your training sessions.

❏ Direct Designated Test Administrators to Review Online Resources

Test administrators giving online administrations are required to read the following resources, if applicable.

- The *STAAR Standardized Oral Administration (SOA) Online Student Tutorial Administration Directions* for administration directions for each grade and subject within the tutorial.

- The *STAAR L Online Student Tutorial Administration Directions* for administration directions for each grade and subject within the tutorial.

- The *STAAR A Online Student Tutorial Administration Directions* for administration directions for each grade and subject within the tutorial.

- In addition to reading the above resources, test administrators should access and review the following training resources:

  • The Practice Center mirrors the operational Assessment Management System and simulates all activities related to managing test sessions.

  • The Texas-Specific Testing Tools Tutorial includes all the tools that may appear in online tests.

Calendar of Events

Standardized Oral Administration Resources

STAAR L Resources

STAAR A Resources

Texas Assessment Management System Practice Center

Training Resources

- The STAAR L tutorials allow students to practice using the linguistic accommodation tools and become familiar with other tools available in TestNav. The tutorials are available on the STAAR L Resources webpage.

- The STAAR A tutorials allow students to practice using the accessibility features and accommodation tools and become familiar with other tools available in TestNav. The tutorials are available on the STAAR A Resources webpage.

- The SOA tutorials allow students to practice using the Text-to-Speech Accessibility Panel and become familiar with other tools available in TestNav. The tutorials are available on the SOA Resources webpage.

■ Other resources for online testing include the following:

- PearsonAccess Overview Training Modules

- PearsonAccess Frequently Asked Questions (FAQs)

Also refer test administrators to the appropriate sections of the following resources.

■ The *Assessment Management System User's Guide* for navigating and using resources of the Assessment Management System

■ The *TestNav 7 Technical Guide* for navigating TestNav and conducting online administrations

❏ Conduct Principal and Test Administrator Training Sessions

Suggested topics are listed below.

■ Principal responsibilities include

- ensuring that test security is maintained,

- overseeing the implementation of the test administration process stated in this manual, the test administrator manuals, and the *Test Security Supplement*,

- establishing, in conjunction with the campus coordinator, test administration processes specific to the campus,

- overseeing the training of campus personnel, in cooperation with the campus coordinator, and

- reporting any suspected violation of test security to the district testing coordinator.

■ Test administrator responsibilities include

- maintaining security of test materials until returned to the coordinator,

- preparing and distributing test materials in the classroom for each administration,

- implementing the test administration processes and procedures stated in the manuals,

- monitoring and maintaining test security,

- reporting any suspected violation of test security to the campus coordinator, and

- preparing test materials for return to the campus coordinator at the conclusion of test administrations.

■ Test security

- test security procedures and oaths

- active monitoring

- seating charts

- student honor statements

- response to testing irregularities

- consequences of cheating

- written composition and short answer response duplication policies

- optional Web-based test administrator training modules

■ Scheduling test administrations

- testing window

- time limits

- breaks

- setting up testing groups across programs, grades, and subjects

- make-up testing

■ Preparing for test administrations

- identifying eligible students

- testing students taking a combination of tests (for example, STAAR and STAAR A)

- receiving, distributing, and storing test materials

- preparing for online administrations

- preparing for administrations in alternative education settings

■ Testing with accommodations

- understanding allowable test administration procedures and materials

- understanding accommodation policies for students with disabilities

- understanding linguistic accommodation policies for ELLs

- ensuring that testing personnel have a current list of each student's allowed or approved testing accommodations

- ensuring that test administrators giving an oral administration are thoroughly trained in oral administration procedures (see Appendix C)

- collecting materials and preparing test accommodations for eligible students

- preparing testing locations for students who need certain accommodations or allowable procedures (e.g., oral administration, individual or small-group administration)

Administrations
in Alternative
Education
Settings

Accommodation
Resources

Answer Document
Features Sample

Oaths

- Precoded labels and answer documents
  - following process for verifying elements of precoded labels and answer documents
  - hand-gridding student information
- Ensuring distribution of appropriate answer documents
- Monitoring test administrations
  - availability of testing coordinators and principals
- Completing answer document fields
  - score codes
  - accommodation information
  - EOC/ABOVE GRADE field
  - substitute assessment
  - student demographic information
  - TEST TAKEN INFO field
- Completing Class, Campus and Group, and Voided Answer Document Identification (ID) sheets
- Returning materials to the campus testing coordinator

DC CC Prepare for and conduct technology staff training.

❏ Designate Technology Staff

- Technology staff are responsible for ensuring that
  - administrative rights necessary for installing software are obtained;
  - network infrastructure and computers have been assessed and meet the minimum system requirements; and
  - all testing software is properly installed, configured, and tested.
- Technology staff should be available for assistance before and during test sessions to address technology problems that might occur during testing.
- Ensure technology staff sign the technology oath.

❏ Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training on test security and general testing procedures and sign the technology oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare campuses for online administrations.

❏ Direct Technology Staff to Review Online Resources

- Technology staff should review the *Assessment Management System User's Guide* for information on navigating and using resources of the Assessment Management System.

- Technology staff should review the *TestNav 7 Technical Guide* for information on navigating TestNav and conducting online administrations.

- Technology staff should review the *TestNav 7 and Proctor Caching Quick Start* guide to become familiar with the key online testing steps.

- Technology staff should use the *System Check for TestNav* to verify that TestNav 7 will access a form correctly, to estimate district and campus user capacity, and to plan for the volume of concurrent student testing.

❏ Receive Login Information and Assign User Access to the Assessment Management System

- New district coordinators receive a user account email notification with instructions for establishing a password for the Assessment Management System.

- If you have not been assigned a user ID, you must contact Pearson's Austin Operations Center at 800-627-0225.

- Refer to the *Assessment Management System User's Guide* for more information about logging in to the system for the first time and creating user accounts.

- District coordinators create accounts for campus coordinators.

❏ Use the Assessment Management System Practice Center

- The Practice Center in the Assessment Management System lets you practice test administration tasks. Some of the tasks that can be practiced include the following:

  - creating sample students

  - registering students

  - assigning sample students to additional groups and tests

  - entering participation counts

  - placing additional orders

  - creating test sessions and assigning students to sessions

Assessment Management System User's Guide

TestNav 7 Information

Texas Assessment Management System Practice Center

Texas
Assessment
Management
System

Calendar of
Events

Prepare for Paper Administrations

DC Review and confirm materials needed.

❏ Review Materials List

- The materials list indicates quantities of materials that will be shipped for each administration, including a limited district overage.

- The materials list is available on the Assessment Management System approximately one month prior to a test administration. Refer to the Calendar of Events for when to expect the materials list to be available.

❏ Ensure Quantities of Test Materials

- Contact each campus coordinator to confirm that test materials have been physically counted and that quantities are sufficient for each campus.

- Compile a list of any additional materials that are needed and order by the deadline as posted on the Calendar of Events.

> Quantities shown on the materials list cannot be decreased. Any overages can be used to resolve shortages on campuses.

DC Review district coordinator packet.

❏ Familiarize Yourself with the Coordinator Packet Materials

You will receive a coordinator packet for each test administration. The materials listed below will be in the coordinator packet.

- Packing Lists and Sample Materials
  - sample answer documents
  - sample Class Identification Sheets
  - sample Campus and Group Identification Sheets
  - sample Voided Answer Document Identification Sheets
  - standard reports list
  - optional reports and services brochure
- Materials for Return Shipping
  - answer document packing lists
  - return shipping labels and freight bills

- district coordinator's security oath
- superintendent/chief administrative officer's security oath
- pre-addressed envelope for returning superintendent/chief administrative officer's and district coordinator's oaths to the testing contractor

DC Receive, verify, and distribute shipment of test materials.

❏ Receive Test Materials

- Refer to the Calendar of Events for dates of when to expect shipments.
- Shipments will be combined and include both nonsecure and secure materials.
- A document, Diagram of Shipping Box Contents, highlights the information provided below and is available online.
- Materials in the shipments will include these testing materials:
  - Box 1 (white box)
    - district packing list
    - pallet detail report
    - district coordinator packet
  - District overage box
    - paper bands
    - Class ID Sheets
    - Campus and Group ID Sheets
    - Voided Answer Document ID Sheets
    - blank answer documents
    - limited number of test booklets for resolving shortages
  - Campus box
    - campus packing list
    - paper bands
    - Class ID Sheets
    - Campus and Group ID Sheets
    - Voided Answer Document ID Sheets
    - blank answer documents
    - test booklets
- Depending on the size of a campus, the boxes may be packed differently.

❏ Verify the Quantities of Testing Materials Boxes in Your Shipment

■ Locate the district packing list inside Box 1 (white box) and verify the number of boxes received.

• This list specifies the types and quantities of materials shipped and the range of test booklet security numbers assigned to each campus and to the district overage.

■ You do not need to open campus boxes to verify the contents. Campus coordinators will verify test booklet quantities.

■ If a discrepancy is found, report it to Pearson's Austin Operations Center immediately by calling 800-627-0225.

❏ Distribute Test Materials to Campuses

■ Make sure all campus coordinators verify that the nonsecure materials and secure test booklets received match the quantity indicated on the campus packing list.

■ Instruct campus coordinators to immediately report to you any discrepancy between their individual campus packing list and the contents of their boxes.

■ If a discrepancy is found, report it to Pearson's Austin Operations Center immediately by calling 800-627-0225.

❏ Resolve Shortages

■ Wait until campus coordinators have opened their boxes and checked their individual packing lists before you begin to resolve shortages.

■ Eliminate shortages for a particular campus by first providing test booklets from the district overage. If additional test booklets are needed, move booklets from one campus to another. Keep a record of the security numbers of booklets that are distributed from the overage or moved from one campus to another.

■ Districts may opt to test students online (if available) if a shortage of paper test booklets exists. Otherwise, the district must contact Pearson's Austin Operations Center by the deadline to order additional test materials.

■ Test booklets and answer documents may not be duplicated to resolve shortages.

> Keep secure test materials in locked storage when not in use.

❏ Order Additional Materials for Your District

■ Before each test administration, compile a list of any additional materials needed for all campuses in your district, including, but not limited to the following:

- test booklets and answer documents

- large-print test booklets

- test administrator manuals

- Class ID Sheets, Campus and Group ID Sheets, Voided Answer Document ID Sheets, and shipping labels

■ Order additional materials through the Assessment Management System. Refer to the Calendar of Events for deadlines for ordering additional materials. Materials ordered after the deadline are not guaranteed delivery by the test date.

CC **Receive and verify shipment of test materials.**

Calendar of Events

❏ Verify Shipment of Test Materials

■ Open the boxes carefully. These boxes will be used to return test materials to the district coordinator after testing has been completed.

■ Use the campus packing list for each shipment to verify that all materials are included in the boxes you receive.

■ Each shipment will be combined and will include both secure test booklets and nonsecure materials.

■ Verify that all secure test booklets are contained in the boxes as listed on the packing list.

- Each package of test booklets is sealed in plastic. Do not open the sealed packages.

- A white form is visible through the plastic wrap. Verify that the quantity of booklets in each package matches the quantity indicated on the white form by counting the booklets through the plastic.

- Verify that the nine-digit security number range stated on each white form matches the range of numbers on the packing list.

- If you find a discrepancy between your campus packing list and the secure test booklets you receive, report the discrepancy immediately to your district coordinator.

■ The nonsecure materials will include

- campus packing list

- paper bands

- Class ID Sheets

- Campus and Group ID Sheets

- Voided Answer Document ID Sheets

- blank answer documents

■ Retain the packing list.

Diagram of Shipping Box Contents

Keep secure test materials in locked storage when not in use.

❏ Alert District Coordinator to Shortages of Secure Materials

- In calculating the quantity of additional test booklets required, keep in mind that each test administrator who conducts an oral administration of a paper test must have the same test booklet form as the student(s).

- When the additional test booklets arrive, update your original packing list with the nine-digit security number range on the additional test booklets.

(DC) **Deliver precoded test materials.**

❏ Receive Shipment of Precoded Test Materials

- Precoded materials will arrive in a separate shipment (with the exception of the grades 5 and 8 reading retests and December EOC).

- Precoded materials will arrive up to three weeks prior to, but no later than, the date noted on the Calendar of Events.

❏ Distribute Precoded Test Materials to Campuses

- Precoded materials should be delivered in sufficient time for campus personnel to verify precoded information and correct inaccurate information if needed.

(CC) **Receive precoded test materials.**

❏ Receive Precoded Labels and Answer Documents from District Coordinator

- These materials will arrive in a separate shipment from your district coordinator (with the exception of the grades 5 and 8 reading retests and December EOC).

- These materials may arrive up to three weeks prior to the due date noted on the Calendar of Events.

❏ Complete the Verification of Precoded Test Materials

- Inaccurate student information may prevent the current test administration data from merging with a student's permanent record file.

- The preprinted information on all precoded labels and answer documents must be verified for accuracy and completeness.

- The information submitted on the answer document should reflect the student's status at the time of testing.

- Inaccurate information can be corrected by hand-gridding the correct information on the answer document. Hand-gridded information will override any precoded information except the student's name, PEIMS number, and date of birth.

- A new answer document must be created to hand-grid corrections to a student's name, PEIMS number, and date of birth.

- Do not add hand-gridding to an answer document that has information precoded correctly.

- Alert the PEIMS coordinator of hand-gridded corrections to student information.

- Unused precoded answer documents (student moved, tested in different mode or program, etc.) should be voided and returned with the scorable materials.

Instructions for
Verifying Precoded
Student Information

CC Ensure that appropriate answer documents are prepared.

An answer document or online testing record must be submitted for every enrolled student for each grade/subject or course to appropriately account for ALL students. If precoded materials are not received for an eligible student, then an answer document must be hand-gridded for that student. Confirm with all appropriate personnel (i.e., ARD and LPAC) that your knowledge of testing decisions for students is correct.

- Grades 3–8

  - For students in grades 3–8, submit one answer document or online record for mathematics and reading.

  - For students in grades 4 and 7, submit one answer document or online record for writing.

  - For students in grade 5, submit one answer document or online record for science.

  - For students in grade 8, submit one answer document or online record for science and social studies.

  - STAAR and STAAR Spanish will use the same document for a given grade and subject.

  - There are no STAAR L assessments for reading and writing. All students who participate in the online administration of STAAR L mathematics, science, or social studies will participate in either the appropriate paper administration of STAAR reading and writing or the STAAR A online administration.

  - Students take the STAAR test at their enrolled grade unless they are receiving accelerated instruction. If receiving accelerated instruction, students should be administered the STAAR assessment that aligns with the level of TEKS instruction they are receiving.

    - Students receiving instruction above grade level in a subject not tested at their enrolled grade-level will take the test above grade level. (For example,

an enrolled grade 4 student receiving instruction in grade 5 science will take the grade 5 science test.)

- Students receiving instruction above grade level will not be required to take two tests for the same subject area. (For example, an enrolled grade 4 student receiving instruction in grade 5 reading will take the grade 5 reading test but not the grade 4 reading test.)

- Students receiving instruction above grade level in a subject tested at their enrolled grade-level but not tested at the grade-level of instruction will not test. However, an enrolled grade-level answer document must be submitted indicating the instructional level. (For example, an enrolled grade 5 student receiving instruction in grade 6 science will not take a science test, but a grade 5 science answer document must be submitted for the student.)

- For students in grades 5–8 who are taking a STAAR EOC assessment, submit one answer document or online record for each EOC assessment taken.

- EOC

  - For students who are taking a STAAR EOC assessment, submit one answer document or online record for each EOC assessment taken.

  - There are no STAAR L assessments for English I and English II. Students who participate in the online administration of STAAR L Algebra I, biology, or U.S. history will participate in the appropriate administration of STAAR or STAAR A English I or English II and must have an answer document or online record submitted.

> Do not submit an answer document for any students participating in the STAAR Alternate 2 assessment.

❏ Ensure Precoded Labels Are Applied to the Correct Answer Documents

- Precoded answer documents do not require a label.

- Precoded student labels must be placed on STAAR answer documents in the designated area.

- Precoded labels should be placed only on answer documents to be used for testing. Unused precoded labels should be voided and later sent back with the nonscorable materials.

❏ Supervise Hand-Gridding of Blank Answer Documents

- Answer documents for students testing on paper who did not receive a precoded answer document or precoded label must be hand-gridded.

- Do not hand-grid answer documents with precoded information unless the precoded information is incorrect.

- All student information and program information must be hand-gridded on the answer documents using only a No. 2 pencil.

- If campus personnel hand-grid any of the data elements before the test administration, they must also be sure to complete the STUDENT NAME field so that the appropriate answer document is distributed to each student at the time of testing.

- Identification numbers and data in the FOR SCHOOL USE ONLY section of the answer documents must be gridded by campus personnel.

- You may also choose to have campus personnel grid the rest of the student identification information, such as name and date of birth.

- When appropriate, students may grid the student identification information according to the instructions read to them by the test administrator at the beginning of their first test session.

- Test administrators must verify that the student identification information has been completed correctly before returning test materials to you at the end of the test administration.

- The answer documents do not have a place to grid hyphens or apostrophes. If a student's name has a hyphen or apostrophe, grid a "blank" in that position.

CC Prepare for test administration.

❏ Arrange for Testing Areas

- Confer with your campus principal to arrange appropriate testing areas. Ensure that they are properly prepared.

- Each student should be sufficiently separated from other students to work without distraction.

- Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.

❏ Organize Test Administrations

- In some cases, students taking STAAR administrations may be grouped across programs, grades, and subject areas or courses.

- Organize test sessions in which students are given different tests (STAAR, STAAR Spanish) in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.

- A bilingual teacher may be permitted to administer STAAR in English and STAAR in Spanish in the same testing room.

- A student who uses certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

- The STAAR assessments have a time limit. Schedule sufficient time for each test session, including sessions for students receiving extra time accommodations.

❏ Distribute Materials to Test Administrators

■ On the day of the testing session, give test administrators the materials listed below:

- two No. 2 pencils with erasers per student

- one test booklet per student

- one test booklet for the test administrator (if applicable)

- one answer document per student

- one answer document for demonstration purposes

- any additional TEA-authorized materials (e.g., dictionaries, calculators) required for administering the test

■ Use the STAAR Materials Control Form to ensure security of the test materials.

- The form may be duplicated as needed.

- The STAAR Materials Control Form must be used each day to account for test materials as they are checked out and in by test administrators.

- Secure test materials must be checked out and in each day. The form has columns labeled "Day 1" and "Day 2" to track test materials as they are used during administrations needing more than one day of testing.

- Locate and record the nine-digit security number printed on the test booklets, as shown below. The digit after the hyphen is used only as a check digit and should be ignored.

STAAR Materials
Control Form

10000 0000 –1

- Test administrators must verify that they have received the exact number of secure test materials recorded as issued, and initial the "Out" box for the appropriate day. The test administrators' initials also signify that they have signed their security oaths.

- Retain completed STAAR Materials Control Forms for your records.

Test administrators are responsible for test booklets and answer documents until these test materials are returned to you. All secure test materials assigned must be returned after each test session. When the materials are returned, you must initial the "In" box. Your initials indicate that the test administrators have returned all secure test materials checked out to them as listed on the STAAR Materials Control Form.

2015 STAAR MATERIALS CONTROL FORM

Check Month: ❏ March ❏ April ❏ May ❏ June ❏ July ❏ December

Test booklets are secure documents. Use this form to account for all secure materials. Campus coordinators should fill out the first three columns below prior to distributing any booklets.

The test administrators' initials in the "Out" boxes signify that they have received the secure materials assigned to them and that they have signed the security oath. A test administrator should not initial this form if the information on it is incorrect.

Missing secure materials must be located before the campus coordinator initials the "In" box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district coordinator.

Campus Name _____ Campus Coordinator _____

NAME OF TEST ADMINISTRATOR	TOTAL # OF BOOKLETS	RANGE OF SECURITY NUMBERS CODED ON SECURE MATERIALS	DAY 1		DAY 2	
			OUT	IN	OUT	IN

Duplicate this form as necessary.

NAME OF TEST ADMINISTRATOR	TOTAL # OF BOOKLETS	RANGE OF SECURITY NUMBERS CODED ON SECURE MATERIALS	DAY 1		DAY 2	
			OUT	IN	OUT	IN

Prepare for Online Administrations

DC **CC** **Plan for online administrations.**

❏ Understand Responsibilities of Technology Staff and Test Administrators for Online Administrations

- Technology staff must
  - be familiar with the technology documents found on the Texas Assessment Information webpage and the hardware and software requirements for online testing, and
  - be available for assistance during test administrations to address technology problems.
- Test administrators will follow campus coordinator instructions to
  - set up and manage test sessions;
  - update student demographic information in the Assessment Management System;
  - help students open and view their tests;
  - maintain test security and manage any interruptions during testing, such as restroom breaks or student illness; and
  - make selections in the Assessment Management System to indicate score code and accommodations.

DC **CC** **Create user accounts for campus personnel and technology staff.**

❏ Create Role-Specific Accounts

- District and/or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff.
- Users are assigned one or more roles. Refer to the User Roles and Permissions for the Texas Assessment Management System document for a complete description of roles and associated permissions.
- Following the instructions in the *Assessment Management System User's Guide*, assign users one or more roles.
- All staff members accessing the Assessment Management System must be issued a user ID.

DC **CC** **Ensure that testing infrastructure is in place and that the test delivery system is configured; conduct test of online testing system.**

Minimum System Requirements

Texas Assessment Information

TestNav 7 Information

❏ **Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place**

Online forms that include audio and online accommodations (SOA, STAAR L, and STAAR A) are larger in size than STAAR EOC online forms. Beginning in 2014–2015, schools may begin concurrently testing STAAR EOC, SOA, STAAR L, and STAAR A students online. Given the impact that concurrent testing could have on technology, each district and campus coordinator should work closely with technology staff to assess their technology readiness and to prepare for online testing in 2014–2015.

The Minimum System Requirements document provides a listing of minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav configuration, and hardware and software requirements.

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;

- ensure that the network infrastructure and computers meet the minimum system requirements;

- review applicable technology documents accessible from the Texas Assessment Information webpage;

- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels;

- follow instructions in the *TestNav 7 Technical Guide* regarding firewalls and content filters;

- confirm that the network is secure if testing via a wireless network; and

- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

> Contact Pearson's Austin Operations Center at 800-627-0225 if you require technical assistance.

❏ Ensure That Technology Staff Have Downloaded and Installed Software and Tools for Online Administrations

- Follow best practices for installation and configuration of proctor caching software as detailed in the *TestNav 7 Technical Guide* to reduce delays during student testing.

- Purge all test information cached using the previously installed proctor caching software.

- Remove all previously installed TestNav and proctor caching software from all server and local installation areas.

- After removing old software, install new software prior to testing.

> Proctor caching is required when conducting an online administration.

❏ Coordinate and Conduct System Checks

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software required for online testing. Technology staff should perform these checks in advance of administrations to ensure successful test delivery, particularly if your campus is new to online testing. Keep in mind that any updates or patches applied to operating systems or software required for online testing may affect the results of previous system checks. Do not make any technology changes during an online testing administration, including applying software patches.

- TestNav delivery system. The current version of TestNav should be opened by launching a browser and entering the URL. For specific TestNav information, refer to the *TestNav 7 Technical Guide*.

- When users create new sessions or create students in the Practice Center, the Practice Test for Online Accommodations, *Proctor Caching Testing* tool, *Written Composition* tool, and the Texas Practice Test are listed as options in the "Test to be Administered" drop-down menu. Districts can select these to test functionality.

  - Practice Test for Online Accommodations. Use this tool to check the compatibility of devices with TestNav and to gauge the school's technology infrastructure readiness. Multiple student workstations can be used simultaneously to launch this test, to mimic live testing situations, and to plan for school bandwidth needs.

  - *Proctor Caching Testing* tool. Use this tool to check the functionality of the proctor caching software. This test includes a 70-question practice test to simulate a live test.

TestNav 7
Information

Texas Assessment
Management
System Practice
Center

- *Written Composition* tool. Use this tool to confirm that your infrastructure is configured to support the interface used for assessments with writing components.

- Texas Practice Test. Use this tool to check the functionality of TestNav.

Technology staff should be available for assistance during test administration sessions should a technical problem arise.

DC CC Coordinate the review and updating of records.

❏ Ensure That Student Information Has Been Verified

- Changes to student name and date of birth can be made through the Assessment Management System.

- Refer to the *Assessment Management System User's Guide* for specific instructions on editing a student's master record.

CC Arrange for testing rooms and ensure proper testing environment.

❏ Organize Test Administrations

- For an overview of the steps involved in setting up and implementing online activities, review the *TestNav 7 and Proctor Caching Quick Start* guide.

- Because some assessments are administered during a window, districts must maintain a schedule specifying which assessments are being administered on which date.

- The STAAR assessments have a time limit. Schedule sufficient time for each test session, including sessions for students receiving extra time accommodations.

- Students taking online administrations may be grouped across grades and subject areas or courses in some cases.

- Organize test sessions in which students are given different tests in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.

- A student who uses certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

Assessment Management System User's Guide

TestNav 7 Information

❏ Establish a Schedule for Test Administrations

- Students taking online administrations may be grouped across grades and subject areas or courses in some cases.

- Organize test sessions in which students are given different assessments in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.

❏ Arrange for Testing Areas

- Confer with your campus principal to arrange testing areas.

- Ensure that enough computers are available to accommodate the testing schedule established by the campus coordinator and principal.

- A student who uses certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

❏ Ensure Proper Testing Environment

- Ensure that testing areas are properly prepared.

  - Each student should be sufficiently separated from other students to work without distraction.

  - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.

  - To support test security, testing staff should take necessary steps to prevent students from seeing one another's monitor.

- On the day of testing, technology staff should verify that computers are ready for testing as changes may occur between initial set up and the test day.

- Ensure that there is one pair of headphones per student for administrations of SOA, STAAR L, and STAAR A in which multiple students are tested in the same room.

DC CC **Oversee test session details.**

❏ Ensure That Test Sessions Are Created

- Test sessions are electronic groupings of students who will take the same test at the same time in the same location. Specific instructions for creating test sessions can be found in the *Assessment Management System User's Guide.*

- Campus testing coordinators should create test sessions at least one to two weeks before testing.

Assessment Management System User's Guide

■ Technology staff should be involved in the test session setup in order to understand the interaction between TestNav and test session management activities in the Assessment Management System.

❏ Ensure That Student Authorizations Are Generated and Printed Before Test Sessions

■ Student authorizations contain the URL that students enter into a browser to access TestNav and the unique username and test code needed to log in to take an assessment.

■ Student authorizations should be printed at least one day before the test administration and stored in a secure location.

■ Student authorizations do not note the specific version of the STAAR test being taken. To ensure that students receive the correct version (SOA, STAAR L, STAAR A, etc.), check the Default Form Group Type of the session in which the student has been grouped in the Assessment Management System.

❏ Ensure That Proctor Authorizations for Oral Administrations Are Printed Before Test Sessions

■ Proctor authorizations are used by test administrators to log in to TestNav for an oral administration. Proctor authorizations are not required for SOA or STAAR A.

■ Proctor authorizations should be printed at least one day before the test administration and stored in a secure location until the day of the test. Refer to the *Assessment Management System User's Guide* for specific instructions on printing authorizations.

Assessment Management System User's Guide

[CC] **Distribute test materials to test administrators.**

❏ Distribute Materials

■ On the day of the testing session, give test administrators the materials listed below:

- test session rosters

- student authorizations

- proctor authorization (if needed)

- pencils or pens for use with scratch paper or graph paper

- any additional TEA-authorized materials (dictionaries, calculators, headphones) required for administration of the test

Monitor Administrations (Paper and Online Administrations)

DC CC Maintain testing environment and procedures.

❏ Ensure Proper Testing Environment

- Campus coordinators should work with principals to meet the following conditions:
  - No element of the testing room environment should hinder any student's performance.
  - A "Testing—Do Not Disturb" sign should be posted outside the testing room.
  - Bulletin boards and instructional displays that could aid students during testing must be covered or removed.
  - Clocks (either analog or digital) in the testing room do not have to be covered or removed.
  - All desks or computer work stations used for testing must be cleared of books and other materials not required for the test.

❏ Ensure Proper Testing Procedures

- All of the pertinent information on testing procedures is included in this manual and in the Proper Testing Procedures document, available online.
- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. With the exception of running TestNav, students are **NOT** permitted additional Internet access during testing.
  - Except for grade 8 students testing in mathematics, who can use a graphing calculator application on a tablet, electronic devices with Internet or photographic capabilities cannot be used to fulfill the requirements of the STAAR Dictionary Policy, the STAAR Calculator Policy, or any allowable accommodations.
- A trained test administrator must be present in each testing room at all times during testing.
- Test administrators must complete seating charts for each test administration.
  - Seating charts must include the names of the students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
  - Additional seating charts must be completed if students are moved to another room during testing.
  - Seating charts must include the start and stop times for each test session, including stop and restart times for students who are permitted a break that stops the time clock.
  - Schedules must be created that adhere to the time limit requirements for testing.

Proper Testing Procedures

Seating Charts

- Districts may establish starting times for testing.

- A student who arrives after a test session has begun may be tested if sufficient time remains in the day to provide the student with the allowed time for testing. Also, the student may only test if he or she has not had the opportunity to interact with other students who have been administered the same test.

- Test administrators must actively monitor the testing room while students are working.

- Test administrators should

  - confirm that students are working only on the subject-area assessment being administered that day,

  - verify that students have access only to allowable materials, and

  - ensure that students are marking their responses on the correct section of the answer document.

- Students are not allowed to return to a subject-area assessment attempted on a previous test day or to work on a subject-area assessment that has not yet been administered.

- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.

- Students participating in paper administrations must mark their answers on an answer document with a No. 2 pencil. **Answers marked in a test booklet will not be scored.**

- Test administrators must regularly remind students participating in paper administrations to record their responses on their answer documents.

- Students will not be allowed to record their responses on their answer documents after the time limit has expired.

- For paper administrations of STAAR, test administrators are not allowed to require students to mark their answers in the test booklet before transferring them to the answer document.

- Only students are allowed to erase their stray marks or darken answer-choice circles on their answer documents, and only during the scheduled test session.

- Reinforcing, reviewing for, and/or distributing testing strategies during an assessment is strictly prohibited.

- Test administrators must alert students periodically of the time remaining in the test session. Students who have not completed their tests within the allotted time limit must submit what they have completed.

- Students must remain seated during testing except when they are receiving or returning authorized test materials.

- Students are not allowed to talk to one another while testing is in progress.

- After students submit their tests online, or after their paper tests are collected, students may be allowed to quietly read books or leave the testing room.

❏ Answer Questions and Resolve Problems

- District and campus coordinators should become familiar with problems that could arise during testing and be available to respond to concerns from test administrators. Refer to the Problems and Solutions document for more information.

Unusable or Defective Test Materials

If an answer document tears or otherwise becomes unusable, the student should not continue to use the damaged answer document. The test administrator should obtain a new answer document and instruct the student to begin marking answers on the new document at the point where the student stopped on the unusable document. Once testing is over, testing personnel should follow instructions for Basic Transcribing on the Accommodation Resources webpage.

If a student discovers a defect (e.g., missing questions or pages) in the test booklet, the student should be given a new test booklet with which to continue testing. The new booklet must have the same form number (if applicable) as the original booklet; otherwise, the student's answers will not be scored correctly. The new test booklet number should be noted on the student's answer document. Please report any defective test booklets to the Student Assessment Division.

Schoolwide Emergencies

In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is top priority. Students should leave their tests where they are and go quietly outside, following the school's regulations for exiting the building. In the case of online administrations, testing staff should not instruct students to exit their test sessions. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. The students should resume testing once the building has been cleared for reentry.

Campus coordinators should report the event to the district coordinator. If the emergency prevents students from resuming testing, the district coordinator should call the Student Assessment Division at 512-463-9536 for guidance on how to proceed.

Changing Testing Locations

In certain circumstances, it may be necessary for students to move to another testing room. Test administrators and campus personnel must ensure a proper testing environment in the new location and maintain proper testing procedures during the transition. Another seating chart must be filled out for the new location with stop and restart times recorded.

Problems and Solutions

Accommodation Resources

Complete Paper Administration Process

CC Direct the collections of materials from test administrators.

❏ Confirm That Test Administrators Have Followed Procedures for Returning Test Materials

- Prior to returning materials, test administrators must
  - verify that no answer documents have been left inside test booklets;
  - review the accuracy of the students' identification or program information;
  - use a No. 2 pencil to transcribe the student identification information from a voided answer document onto the answer document with which the student continued the test, if applicable;
  - use a No. 2 pencil to transcribe onto an answer document the responses of any student who requires the accommodation of transcribing or who tested with a braille or large-print test booklet; and
  - account for all test booklets and answer documents.
- After the final test session, test administrators must return the following to the campus coordinator:
  - answer documents to be scored or scanned for demographic data
  - voided answer documents
  - unused answer documents
  - used and unused test booklets, including braille and large-print test booklets, and the specific braille instructions
  - voided and/or unused precoded labels
  - typed or tape-recorded materials and handwritten student responses on scratch paper
  - all seating charts with start and stop times recorded

❏ Use the STAAR Materials Control Form to Account for Test Booklets

■ Check the security numbers of each set of test booklets against the security number range assigned to a particular test administrator. The campus coordinator must initial the "IN" box of the STAAR Materials Control Form, verifying that all secure materials have been returned.

■ Retain your STAAR Materials Control Forms for your records.

> Make sure that all answer documents have been removed from test booklets.

STAAR Materials Control Form

❏ Ensure That Test Administrators Have Signed and Returned Security Oaths

■ Test administrators who have had authorization to view secure assessments in order to provide an approved accommodation must also sign the second part of the security oath if they did not do so during training.

DC **Order optional reports for the district.**

❏ Order Optional Reports for Each Test Administration

■ Review the Optional Reports and Services brochure.

■ Districts must select the desired reports for each test administration in the *Test Setup* tab of the Assessment Management System.

■ Instructions on how to select optional reports and services can be found in the *Assessment Management System User's Guide*.

STAAR Optional Reports and Services

Assessment Management System User's Guide

CC Coordinate preparation of answer documents for scoring.

❑ Ensure That Answer Document Fields Have Been Completed

■ Refer to Appendix A for additional guidance on completing all answer document fields.

Gridding Score Codes, Test Taken Information, and Accommodations

For in-depth information about gridding score codes and test taken information for each grade and subject of each administration, refer to Appendix B of this manual.

Follow these instructions for gridding the SCORE CODE field.

The SCORE CODE field in the FOR SCHOOL USE ONLY section indicates whether a student's test should be scored. For each content-area assessment, select only one score code.

The score codes are as follows:

A = Absent

O = Other:

NOTE: All of the score codes in the example above will not appear on a single answer document at one time.

■ Student who began testing was unable to complete the test due to illness.

■ Student's test is invalidated due to cheating.

■ Student is participating in a different level test in this subject.

■ Student is unable to complete Day 1 or Day 2 of a two-day test.

■ Student is enrolled in the High School Equivalency Program.

■ Student has taken and met the required score on an assessment that will substitute for a STAAR EOC assessment.

R = Online only

PW = A parent or guardian requested that a student not participate in the third SSI testing opportunity for STAAR.

* = The student did not test on the answer document for the subject indicated.

S = Test to be scored

Gridding Answer Documents for Students in Grades 3–8 Taking a Combination of Paper and Online

For students who are testing in both paper and online modes during the same administration, the SCORE CODE field will need to be gridded accordingly. For example, if a student is taking a STAAR reading assessment on paper and a STAAR L mathematics assessment, the asterisk (*) will need to be filled in under the "M" column in the SCORE CODE field.

Refer to the "Complete Online Administration Process" section of this manual, as well as the test administrator manuals, for completing online score codes.

Follow these instructions for gridding the TEST TAKEN INFO field.

Test administrators or other campus personnel will complete the information by marking whether the student took an English or Spanish version of the test (grades 3–5), as well as the form number in the TEST TAKEN INFO field.

Grades 3–5

Grades 6–8

EOC

Follow these instructions for gridding the Accommodations (ACCOMM.) field.

Test administrators or other campus personnel will complete the information in the ACCOMM. field.

ACCOMM.	
M	R
GA	GA
BR	BR
LP	LP
OA	OA
XD	XD
LA	LA

GA = general accommodation

BR = braille administration

LP = large-print administration

OA = oral administration

XD = extra day

LA = linguistic accommodation

Information regarding allowable accommodations can be found on the Accommodation Resources webpage. Linguistic accommodations, as well as Type 1 and Type 2 accommodations, are to be marked in this area. Mark the accommodation bubble for each accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing. Follow these procedures when marking accommodations on the answer document.

- Mark the GA bubble to indicate that a Type 1 or Type 2 accommodation not listed in the following bullet was available to the student.

- Mark the accommodation bubble (BR, LP, OA, and/or XD) if any of these specific accommodations were available to the student.

- Mark the LA bubble to indicate that a linguistic accommodation was available to a student.

Accommodation
Resources

Gridding Answer Documents for STAAR Students Taking Assessments Above Grade Level

Students take the STAAR test at their enrolled grade unless they are receiving accelerated instruction. If receiving accelerated instruction, students should be administered the STAAR assessment that aligns with the level of TEKS instruction they are receiving. For students in grades 3–8 who are taking a STAAR test or STAAR EOC test above grade level, the campus coordinator will submit answer documents for each grade-level assessment administered and one answer document for each above-grade-level/EOC assessment administered. See the examples below of how to mark and submit answer documents.

Students in Grades 3–7 Taking a STAAR Assessment Above Grade Level

For students testing in a subject above grade level, submit one answer document for each grade level tested. For example, a grade 3 student who is completing the grade 4 curriculum requirements in mathematics will take the STAAR grade 4 mathematics assessment. The student is required to take the grade 3 reading assessment. The instructions on the next page explain gridding for the two answer documents.

Grade 3 Answer Document

❶ Complete TEST TAKEN INFO field.

- Grid EOC/ABOVE GRADE for mathematics.
- Complete test form number in boxes for reading.
- Grid test form number for reading.

❷ Complete the "O" SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).

Complete the appropriate SCORE CODE for reading.

Grade 4 Answer Document

❶ Complete TEST TAKEN INFO field.
- Complete test form number in boxes for mathematics.
- Grid test form number for mathematics.

❷ Complete the appropriate SCORE CODE for mathematics.

Complete the "O" SCORE CODE for reading because the student did not test at this grade level for this subject.

Students in Grades 5–8 Who are Taking a STAAR EOC Assessment

For example, a grade 8 student who is receiving instruction in Algebra I may have three answer documents or online records: grade 8 mathematics and reading, grade 8 science and social studies, and Algebra I. The instructions below explain gridding for answer documents.

Grade 8 Answer Document

❶ Complete TEST TAKEN INFO field.
- Grid EOC/ABOVE GRADE for mathematics.
- Complete test form number in boxes for reading.
- Grid test form number for reading.

❷ Complete the "O" SCORE CODE for mathematics because the student did not test at this grade level for this subject (above grade level).

Complete the appropriate SCORE CODE for reading.

Algebra I Answer Document

❶ Complete ENROLLED GRADE field.

❷ Complete TEST TAKEN INFO field.
- Complete test form number in boxes.
- Grid test form number.

❸ Complete SCORE CODE, ACCOMM., and TEST DATE fields.
- Grid the day within the window the test was taken.

Special Fields on EOC Answer Documents

Gridding STAAR EOC Answer Documents for High School Equivalency Program (HSEP) Students and Students Taking a Substitute Assessment

- Mark the "O" score code and the HSEP bubble if a student who is court-ordered to participate in an authorized high school equivalency program (HSEP) qualifies to be, and is excused from, taking the test.

Biology Answer Document

- If a student has taken and met the required score on an assessment that will substitute for a STAAR EOC assessment, mark the "O" score code and the Substitute Assessment bubble. The substitute can only count for one STAAR EOC assessment and the student must have already taken and met the required score on the substitute for the district/campus to bubble the Substitute Assessment bubble.

Biology Answer Document

CC Return scorable materials to district coordinator.

Scorable materials include used and voided answer documents.

You have been provided three different types of identification sheets for your scorable materials: the Class Identification (ID) Sheet, the Campus and Group ID Sheet, and the Voided Answer Document ID Sheet. All scorable materials must be returned beneath the appropriate ID sheets. Every answer document with any score code marked must be returned with the scorable materials for scoring. All answer documents will be scored and results will be provided for every answer document submitted.

Use the same boxes in which your test materials arrived to pack test materials for shipping to your district coordinator. If you do not have enough boxes, you may substitute boxes of similar strength.

❏ Prepare Scorable Materials for Return

- Separate the scorable materials from your nonscorable materials. Keep STAAR materials separate from STAAR Alternate 2 and TELPAS materials.

- Each column on the Calendar of Events represents a separate test administration. Each test administration must be boxed separately, even in smaller districts.

Calendar of Events

❏ Separate and Pack Voided Scorable Materials

- Separate your voided scorable materials from those to be scored. (All voided materials should be marked "VOID" in large, bold letters across the front.)

- Unused precoded answer documents (student moved, tested in a different mode, etc.) should be voided and returned with the scorable materials.

- You do not need to arrange the voided materials in any particular order.

- Fill out one Voided Answer Document ID Sheet for voided STAAR answer documents, following the directions on the front of the sheet.

- Place a completed Voided Answer Document ID Sheet on the top of each stack of voided materials. Secure the stack(s) with a gummed paper band. You may tape or staple the gummed paper band to ensure that it fits snugly around the stack.

- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately—for instance, "1 of 2" and "2 of 2."

- If returning several stacks of voided materials, a completed Voided Answer Document ID sheet need only be on top of the first stack.

- Place your stack(s) of voided scorable materials at the bottom of your campus box(es). Use a separate box solely for voided scorable materials, if practical.

Voided Answer Documents

❶ Voided Answer Document ID Sheet
❷ Voided Answer Documents
❸ Paper Band

❏ Group Answer Documents and Prepare Class ID Sheets

- The Class ID Sheet is used to sort and count answer documents for reporting purposes. Reports for students within each grade are organized according to the campus official whose name is entered on the accompanying Class ID Sheet(s). You must use a Class ID Sheet to designate one or more "classes" (for reporting purposes) within each grade.

- Gather all STAAR answer documents from students in a particular grade.

- Determine how you want your test results for a particular grade to be organized. You may organize your sets by test administrator, campus principal, homeroom teacher, counselor, etc. Group the answer documents accordingly. Fill out the Class ID for each "class," following the instructions on the back of the sheets. Place the completed Class ID Sheet on top of the appropriate set of answer documents.

- The illustrations below show sets of grade 5 answer documents, organized by test administrator.

Teacher A **Teacher B** **Teacher C**

Materials by Class   ❶ Class Identification Sheet
❷ Answer Documents

❶ All answer documents beneath a Class ID Sheet must have the same grade level or course name marked on the sheet.

❷ The exact number of scorable answer documents submitted under a Class ID Sheet must match the number of answer documents beneath the Class ID Sheet.

STAAR
State of Texas
Assessments of
Academic Readiness

2015 CLASS IDENTIFICATION SHEET

BEFORE COMPLETING THIS FORM, PLEASE READ THE INSTRUCTIONS ON THE REVERSE SIDE.

NOTE: At least ONE Class Identification Sheet must be completed for each group (grade or course) tested on each campus.

1. CAMPUS AND DISTRICT NAMES

1. CAMPUS NAME: ___Example Elementary School___

2. DISTRICT NAME: ___Example ISD___

2. GROUP (mark one only) ❶

STAAR ENGLISH and STAAR SPANISH	STAAR END-OF-COURSE
Grade 3 ○	Algebra I ○
Grade 4 ○	English I ○
Grade 5 ●	English II ○
Grade 6 ○	Biology ○
Grade 7 ○	U.S. History ○
Grade 8 ○	

3. NAME

4. NUMBER OF ANSWER DOCUMENTS SUBMITTED UNDER THIS IDENTIFICATION SHEET ❷

0 0 2 4

❏ Group Answer Documents and Prepare Campus and Group ID Sheets

■ For STAAR and STAAR Spanish, assemble each "class" into a single stack by grade. (In the preceding example, bring together all of your grade 5 answer documents.)

2015 CAMPUS AND GROUP IDENTIFICATION SHEET

Campus and Group Identification Sheets must be submitted for each test administration. Complete a separate Campus and Group Identification Sheet for each group (grade or course) tested on each campus. **Reports and labels will be generated for all documents placed under this identification sheet. Do not include voided answer documents under this identification sheet.**

Computer-printed Campus and Group Identification Sheets have been provided. If the information in the first four entries (1. Campus Name, 2. District Name, 3. County-District Number, and 4. Campus Number) is correct as printed, you may proceed directly to entry 5. If not, you must use a blank (that is, not computer-printed) Campus and Group Identification Sheet and begin at entry 1.

1. CAMPUS NAME: Example Elementary School
2. DISTRICT NAME: Example ISD
3. COUNTY - DISTRICT NUMBER
4. CAMPUS NUMBER
5. NUMBER OF ANSWER DOCUMENTS SUBMITTED
AGENCY USE

6. IDENTITY GROUP

STAAR ENGLISH and STAAR SPANISH

Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

STAAR END-OF-COURSE

Algebra I
English I
English II
Biology
U.S. History

Warning: Failure to provide an exact count in entry 5 will cause a delay in processing your district's results.

❶ All answer documents in the group must match the grade level or course name as marked on the Campus and Group ID Sheet.

❷ The exact number of scorable answer documents submitted under a Campus and Group ID Sheet must be gridded correctly on that sheet. The number entered on the ID Sheet must match the total of the numbers on the ID Sheets for that group. For example, if you have three Class Identification Sheets for your grade 5 group—one with 24 answer documents, one with 16, and one with 17—the number you will enter on the Campus and Group Identification Sheet will be 57.

- Secure the stack (with a Campus and Group ID on top) with a gummed paper band. You may tape or staple the gummed paper band to ensure that it fits snugly around the stack.

- If the stack is too large for a single band, you may break it down and use multiple bands. It is important that you mark each band appropriately—for instance, "1 of 2" and "2 of 2." A completed Campus and Group ID sheet need only be on top of the first stack. Remember to mark each band with the campus name and grade level.

STAAR Class ID Sheets

Grade 5 Teacher A **Grade 5 Teacher B** **Grade 5 Teacher C**

❶ STAAR Campus and Group ID Sheet
❷ STAAR Class ID Sheet—Teacher A Answer Documents
❸ STAAR Class ID Sheet—Teacher B Answer Documents
❹ STAAR Class ID Sheet—Teacher C Answer Documents
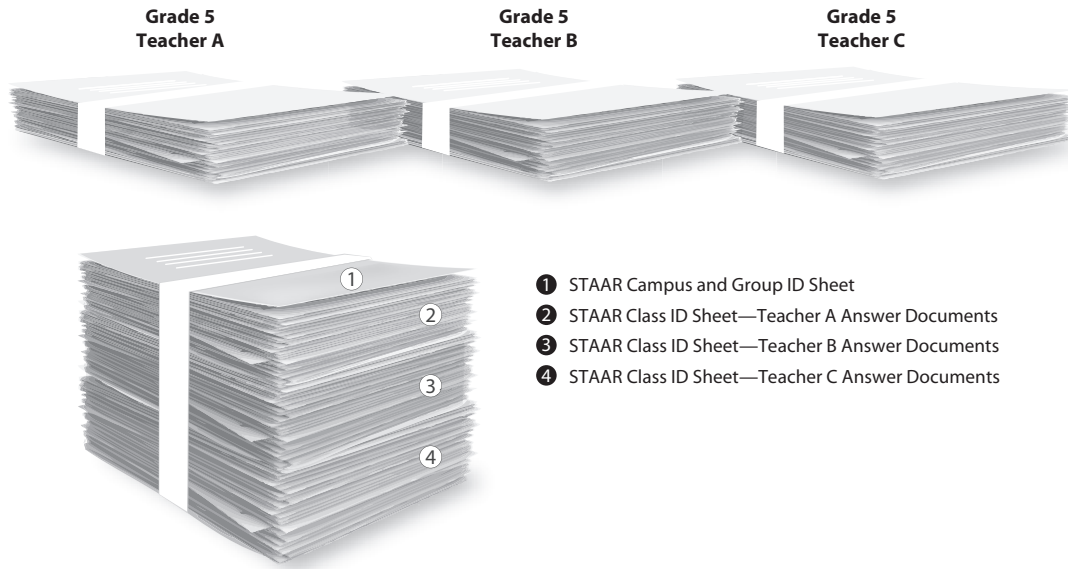
❏ Repeat Steps for All Groups; Pack Answer Documents by Group

- Put the stacks into the boxes, with the highest grade level going in first (on top of the voided documents) and the lowest grade level going in last (uppermost in the box or boxes).

**Sample Packing Order for an
Elementary School's STAAR Scorable Materials**

① STAAR Campus and Group ID Sheet
  ❏ STAAR Class ID Sheet
  ❏ STAAR Grade 3 answer documents

② STAAR Campus and Group ID Sheet
  ❏ STAAR Class ID Sheet
  ❏ STAAR Grade 4 answer documents

③ STAAR Campus and Group ID Sheet
  ❏ STAAR Class ID Sheet
  ❏ STAAR Grade 5 answer documents — Teacher A
  ❏ STAAR Class ID Sheet
  ❏ STAAR Grade 5 answer documents — Teacher B
  ❏ STAAR Class ID Sheet
  ❏ STAAR Grade 5 answer documents — Teacher C

④ STAAR Voided Answer Document ID Sheet
  ❏ STAAR voided Grades 3–5 answer documents

**START
PACKING
HERE**

**Sample Packing Order for a
High School's STAAR Scorable Materials**

STAAR Campus and Group ID Sheet
❑ **STAAR Class ID Sheet**
❑ **STAAR Algebra I** answer documents

STAAR Campus and Group ID Sheet
❑ **STAAR Class ID Sheet**
❑ **STAAR Biology** answer documents

STAAR Campus and Group ID Sheet
❑ **STAAR Class ID Sheet**
❑ **STAAR U.S. History** answer documents

STAAR Voided Answer Document ID Sheet
❑ **STAAR** voided answer documents

**START
PACKING
HERE**
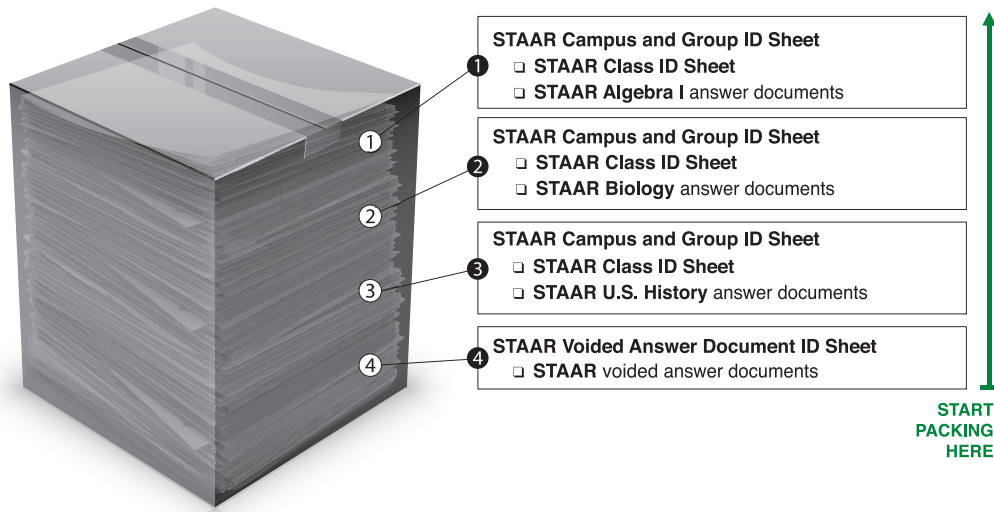
❏ Return Scorable Materials to District Coordinator by Date Listed on Calendar of Events

Calendar of Events

🅓🅒 Direct the collection of scorable materials in the district.

❏ Collect Scorable Materials

- Scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.

- Ensure that campus coordinators use the following rules for packing materials.

  - Do not mix STAAR 3–8 materials with STAAR EOC materials.

  - Do not submit scorable materials from one administration with scorable materials from another administration.

  - STAAR and STAAR Spanish materials should be returned in the same shipment.

  - Materials for March grades 4 and 7 writing may be returned with the materials for March grades 5 and 8 mathematics and reading.

  - Use the packing graphic to determine which materials may be returned together.

❏ Verify That Campus Coordinators Have Correctly Returned Scorable Materials

- Use the campus coordinator's checklist for returning scorable materials as a verification resource.

🅓🅒 Oversee assembly and shipping of scorable materials.

❏ Prepare Scorable Materials for Shipping

Follow the instructions below to pack scorable materials for shipment to the testing contractor.

- The scorable materials must be collected and returned by the date specified on the Calendar of Events for each administration.

- The STAAR Spanish materials must be returned along with the STAAR materials from the same administration.

- Do not mix STAAR 3–8 materials (this includes STAAR Spanish materials) with STAAR EOC materials in the same shipment.

- Do not return test materials from one STAAR administration with the materials from any other STAAR administration (e.g., March grades 5 and 8 and May EOC). Each administration must be packed and returned separately, each with its own Answer Document Packing Lists (ADPLs) and return shipping labels.

❏ Verify Assembly of Scorable Materials

- Refer to the Packing Materials for the District Coordinator online resource to verify that the scorable materials from each campus have been assembled correctly.

❏ Complete Answer Document Packing Lists

- There are separate ADPLs for STAAR 3–8 and STAAR EOC for each administration.

- Answer documents used for students taking STAAR Spanish should be counted with the other STAAR answer documents.

- You can download blank ADPLs for each administration from the Texas Assessment Information webpage.

- It is important to complete the ADPLs accurately and return them with each shipment of scorable materials. If the quantities of answer documents submitted for a campus do not match those listed on the ADPL, processing for that campus may be delayed until the discrepancy is resolved. Reports for a campus cannot be generated until its return shipment of scorable materials has been determined to be complete.

- Make sure that the totals on the Campus and Group ID sheets match the quantities recorded on the ADPL and that these quantities are entered in the correct column and row for each campus on an ADPL.

- Do not include voided answer documents in the quantities recorded on the ADPL.

- Retain a copy of your ADPLs for verification of your shipment's contents.

A sample district's completed ADPL is shown below, and an illustration of the packing order of the scorable materials for that sample district is shown on the following page.

THIS FORM SHOULD BE COMPLETED BY THE DISTRICT TESTING COORDINATOR
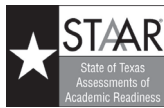
MARCH 2015 STAAR
ANSWER DOCUMENT PACKING LIST

GRADE 4 (ENGLISH AND SPANISH) WRITING, GRADE 5 (ENGLISH AND SPANISH) MATHEMATICS AND READING, GRADE 7 WRITING, GRADE 8 MATHEMATICS AND READING

This form will expedite the processing of your test materials. Completion of the Answer Document Packing List will allow receiving personnel to verify the completeness of your district's shipment.

1. In columns C–F, write the number of answer documents submitted for each group on each campus listed. DO NOT LEAVE ANY BLANKS IN COLUMNS C–F FOR ANY CAMPUS LISTED. Enter a "0" for any group for which no answer documents are being submitted.

2. If you are submitting answer documents for a campus that is not listed, write the campus number and name in the columns labeled "CAMPUS NUMBER" and "CAMPUS NAME" on a line at the bottom of the list and complete columns C–F.

3. If a campus number and name have been listed for which you are not submitting answer documents, please draw a line through the number and name of that campus.

4. Retain a copy for your records.

5. Place this completed document with the scorable materials in Box 1 of your return shipment.

DISTRICT: _001-101 Example ISD_

PLEASE VERIFY COUNTS BEFORE SHIPPING.

CAMPUS NUMBER	CAMPUS NAME	NUMBER OF ANSWER DOCUMENTS ENCLOSED			
A	B	C	D	E	F
		Grade 4	Grade 5	Grade 7	Grade 8
001	Elementary A	63	73	0	0
002	Elementary B	76	81	0	0
003	Middle School A	0	0	142	155

❏ Pack All Scorable Materials

- ■ The materials are packed according to the order of the campuses listed on the ADPL, beginning with the last campus listed and the quantity in the far right column.

- ■ Any voided documents should be packed at the bottom of the box, beginning with the last campus listed on the ADPL. Voided documents may be returned in a separate box, if practical.

**Sample Packing Order for District's Return of
March STAAR Grades 5 and 8 Administration Scorable Materials**

❶ STAAR Answer Document Packing List (ADPL)

❷ STAAR Campus and Group ID Sheet
- ❏ **STAAR Class ID Sheet**
- ❏ **STAAR Grade 5** answer documents: Elementary School A

❸ STAAR Campus and Group ID Sheet
- ❏ **STAAR Class ID Sheet**
- ❏ **STAAR Grade 5** answer documents: Elementary School B

❹ STAAR Campus and Group ID Sheet
- ❏ **STAAR Class ID Sheet**
- ❏ **STAAR Grade 8** answer documents: Middle School A

❺
- ❏ **STAAR voided grade 5** answer documents: Elementary School A
- ❏ **STAAR voided grade 5** answer documents: Elementary School B
- ❏ **STAAR voided grade 8** answer documents: Middle School A

Each stack must have a Void ID sheet on top.

START PACKING HERE

DC **Return all scorable materials to the testing contractor.**

❏ Complete SCORABLE Shipping Label for Each Box

- SCORABLE shipping labels are specific to each administration.

- Verify district name and county-district number on labels. If the information is incorrect, cross it out and print the correct information clearly.

- In the space on the labels, number each box of scorable materials in sequence (e.g., 1 of 3, 2 of 3, 3 of 3).

```
                                          P-021      S-02260

SCORABLE
        DISTRICT:  EXAMPLE ISD
        NUMBER:    999-999

                                    BOX _____ OF _____


STAAR: MARCH 2015
    To: PEARSON
        ATTN: STAAR PROCESSING
        905 W. HOWARD LANE                   ★ STAAR
        AUSTIN, TX  78753                     State of Texas
                                             Assessments of
                                             Academic Readiness


        ||| ||| ||||| ||| |||| |||

        999-999-ANS 0008797429 ANS
```

❏ Seal the Boxes Securely, and Affix the Scorable Shipping Labels to the Boxes

- Make sure that the original box labels are removed or covered.

❏ Call Carrier for Pickup of Scorable Materials

- The carrier telephone number is included in the freight materials package.

- Contact the carrier two working days before the pickup date to request that your scorable materials be collected and returned to the address printed on your SCORABLE shipping labels.

Districts are required to maintain shipping records for five years.

CC Return nonscorable materials to district coordinator.

❏ Return Nonscorable Materials

- Keep all nonscorable materials in locked storage until they are returned.

- Return nonscorable materials either in the boxes in which they arrived or in boxes of similar strength.

- The following nonscorable materials need to be returned:

  - test booklets grouped by grade for grades 3–8

  - test booklets grouped by course for EOC assessments

  - braille and large-print materials (if applicable)

  - unused or voided precoded labels

  - unused ID sheets

  - unused answer documents

  - photocopies of secure test materials (e.g., from a Type 2 accommodation)

- The following nonscorable materials do not need to be returned:

  - unused paper bands

  - packing lists or assembly identification sheets (save as appropriate)

  - scratch paper, graph paper, or reference materials that students wrote on, as well as any recordings (must be destroyed after testing)

  - "Transcribing Griddable Questions" student document(s) written on (must be destroyed after testing)

  - allowed supplemental aids

  - seating charts (save as required)

  - handwritten or typed student responses that have been transcribed onto answer documents (must be destroyed after testing)

> Copies of the test administrator manuals should be retained and stored for use during other administrations throughout the calendar year. Only a limited number of additional manuals may be ordered for subsequent administrations. Other nonscorable materials not to be returned may be recycled.

DC **Direct the collection and return of nonscorable materials.**

❏ Collect Nonscorable Materials

- test booklets grouped by grade for grades 3–8
- test booklets grouped by course for EOC assessments
- braille and large-print materials (if applicable)
- unused or voided precoded labels
- unused ID sheets
- unused answer documents

Calendar of
Events

❏ Prepare Nonscorable Materials for Shipping

- Return nonscorable materials by dates indicated on the Calendar of Events.
- Make sure that student answer documents have not been left in test booklets. If you find used answer documents that have been mistakenly left in test booklets, remove them and return with the scorable materials. If your scorable materials have already been returned, call Pearson's Austin Operations Center as soon as possible at 800-627-0225 for instructions.
- Braille and large-print test booklets, STAAR regular-print test booklets included in the braille kits, and the specific braille instructions should be returned with the nonscorable test booklets.

❏ Pack Nonscorable Materials

- Pack for each administration of STAAR (including STAAR Spanish) either by campus or by district. If you are packing by campus, be sure that all the materials for a single campus and testing program are grouped together and packed in the box before adding materials from another campus.
- Do not mix STAAR 3–8, STAAR EOC, STAAR Alternate 2, and TELPAS materials.

❏ Complete NONSCORABLE Shipping Label for Each Box

- NONSCORABLE shipping labels are specific to each administration.
- Verify district name and county-district number on labels. If the information is incorrect, cross it out and print the correct information clearly.
- In the space on the labels, number each box of nonscorable materials in sequence (e.g., 1 of 3, 2 of 3, 3 of 3).

```
                                                     P-021        S-02260

NONSCORABLE
        DISTRICT:   EXAMPLE ISD
        NUMBER:     999-999

                                            BOX _____ OF _____


STAAR: MARCH 2015
    To: PEARSON
        ATTN: STAAR
        710 W. HOWARD LANE, SUITE 200                ★ STAAR
        AUSTIN, TX  78753                              State of Texas
                                                       Assessments of
                                                       Academic Readiness


        ‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖

        999-999-SEC 0008797429 SEC
```

❏ Seal the Boxes Securely, and Affix the Nonscorable Shipping Labels to the Boxes

■ Make sure that the original box labels are removed or covered.

❏ Call Carrier for Pickup of Nonscorable Materials

■ The carrier telephone number is included in the freight materials package.

■ Contact the carrier two working days before the pickup date to request that your nonscorable materials be collected and returned to the address printed on your NONSCORABLE shipping labels.

> Districts are required to maintain shipping records for five years.

(DC) Order optional reports for the district.

❏ Order Optional Reports for Each Test Administration

■ Review the Optional Reports and Services brochure.

• Districts must select the desired reports for each test administration in the *Test Setup* tab of the Assessment Management System.

■ Instructions on how to order optional reports can be found in the *Assessment Management System User's Guide.*

STAAR Optional Reports and Services

Assessment Management System User's Guide

Oaths

🆑 Return oaths.

❏ Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after administrations are complete for the calendar year. If your campus conducts online and paper administrations, return these oaths after you have returned the last scorable and nonscorable materials for your campus for the calendar year.

🄳🄲 Ensure security oaths are signed and returned.

❏ Ensure That Campus Coordinators and Principals Have Submitted Security Oaths

- Keep oaths on file for five years from the last day of testing.

- Do not mail the test administrator, campus coordinator, or principal oaths to the testing contractor.

❏ Return Oaths from District Coordinator and Superintendent/ Chief Administrative Officer to Testing Contractor

- Sign and initial your district coordinator security oath.

- Ensure that the superintendent/chief administrative officer has signed and initialed the applicable oath.

- Return these oaths after you return the last of your district's nonscorable materials for the calendar year.

- Use the pre-addressed envelope in your district coordinator packet to mail these security oaths to the testing contractor.

- Do not include these oaths in the boxes of scorable or nonscorable materials.

- **NOTE**: The coordinator, principal, and superintendent oaths cover all assessment programs for the calendar year and are only required to be signed once.

Complete Online Administration Process

CC Ensure that student records are verified.

❏ Ensure That Score Codes and Student Records Are Completed

- Score codes and student information will be managed and recorded through the Assessment Management System for all online administrations.

- Specific instructions for completing score codes and other student information are listed in Appendix A.

- If score codes and student records are not completed or are inaccurate, refer to the "Manage Test Sessions" and "Reports" sections of the *Assessment Management System User's Guide.*

CC Direct the collection of test materials from test administrators.

❏ Ensure That Test Materials Have Been Collected and Destroyed

- Student authorizations and proctor authorizations must be destroyed after the test sessions. After testing, any scratch paper, graph paper, or reference materials that students wrote on, as well as any recordings, must be destroyed.

> Copies of the test administrator manuals should be retained and stored for use during other administrations throughout the calendar year. Only a limited number of additional manuals may be ordered for subsequent administrations.

Assessment Management System User's Guide

STAAR Optional
Reports and Services

*Assessment
Management
System User's
Guide*

Oaths

DC Order optional reports for the district.

❏ Order Optional Reports for Each Test Administration

- Review the Optional Reports and Services brochure.

- Districts must select the desired reports for each test administration in the *Test Setup* tab of the Assessment Management System.

- Instructions on how to select optional reports and services can be found in the *Assessment Management System User's Guide*.

CC Return oaths.

❏ Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after administrations are complete for the calendar year. If your campus conducts online and paper administrations, return these oaths after you have returned the last scorable and nonscorable materials for your campus for the calendar year.

DC Ensure that security oaths are signed and returned.

❏ Ensure That Campus Coordinators and Principals Have Submitted Security Oaths

- Keep oaths on file for five years from the last day of testing.

- Do not mail the test administrator, technology staff, campus coordinator, or principal oaths to the testing contractor.

❏ Return Oaths from District Coordinator and Superintendent/ Chief Administrative Officer to Testing Contractor

- Sign and initial your district coordinator security oath.

- Ensure that the superintendent or chief administrative officer has signed and initialed the applicable oath.

- Return these oaths after you return the last of your district's nonscorable materials for the calendar year.

- Use the pre-addressed envelope in your district coordinator packet to mail these security oaths.

- **NOTE**: The coordinator, principal, and superintendent oaths cover all assessment programs for the calendar year and are only required to be signed once.

STAAR Index

2015 TEXAS STUDENT ASSESSMENT PROGRAM COORDINATOR MANUAL